FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
2012-2013

Florida School for the Deaf and the Blind
Deaf High School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Deaf High School	District Name: Florida School for the Deaf & the Blind
Principal: Rebecca Hilding Wilson	Superintendent: Dr. Jeanne Prickett
SAC Chair: Scott Trejbal	Date of School Board Approval: 28 September 2012

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

2012-2013 School Improvement Plan (SIP)—DHS

Highly Effective Administrators

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Rebecca Hilding Wilson	Degrees M.S. – Deaf Education; B.A. – Elementary Education Certifications Educational Leadership (All Levels); Hearing Impaired (Grades K-12); Exceptional Student Education (Grades K-12); Elementary Education (Grades K-6)	3	23	Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 65% 2010-2011: 46% 2009-2010: 48% Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores 2011-2012: N/A 2010-2011: 82% 2009-2010: 78%
Assistant Principal	Brent Bechtold	Degrees B.A. – Deaf Education, Secondary English Education; M.Ed. – Educational Leadership Certifications Educational Leadership (all levels); English (Grades 6-12); Hearing Impaired (Grades K-12); Reading Endorsement; ESOL Endorsement	11	5	Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 65% 2010-2011: 46% 2009-2010: 48% 2008-2009: 50% 2007-2008: 41% Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores 2011-2012: N/A 2010-2011: 82% 2009-2010: 78% 2008-2009: 77% 2007-2008: 83%

Highly Effective Instructional Coaches

2012-2013 School Improvement Plan (SIP)—DHS

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Brenda Albury	Degrees B.A. – History and Political Science; M.Ed. – Special Education and Deaf/Hard-of-Hearing Certifications Hearing Impaired (Grades K-12); Specific Learning Disabilities (Grades K-12); History (Grades 6-12); Reading Endorsement; ESOL Endorsement	22	10	Percent of Deaf High School Students Showing an Increase in FCAT Reading Developmental Scale Scores 2011-2012: 65% 2010-2011: 46% 2009-2010: 48% 2008-2009: 50% 2007-2008: 41% 2006-2007: 63% 2005-2006: 55% 2004-2005: 54%
Math	Sue Clark	Degrees B.A. – Deaf and Elementary Education; M.Ed. – Secondary Education Certifications Mathematics (Grades 5-9); Elementary Education (Grades 1-6); Hearing Impaired (Grades K-12); ESOL Endorsement; National Board Certified	28	7	Percent of Deaf High School Students Showing an Increase in FCAT Math Developmental Scale Scores 2011-2012: N/A 2010-2011: 82% 2009-2010: 78% 2008-2009: 77% 2007-2008: 83% 2006-2007: 77% 2005-2006: 80%

2012-2013 School Improvement Plan (SIP)—DHS

Highly Effective Teachers

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teachers have the opportunity to participate in the decision-making process via curriculum teams.	Director of Curriculum and Staff Development	Ongoing	
2. Teachers are encouraged to attend state and national conferences.	Assistant Principal	Ongoing; based on budget availability.	
3. Teachers are provided resources and support when attending or presenting at conferences.	Director of Curriculum and Staff Development	Ongoing; based on budget availability.	
4. Tuition waivers are available for staff participating in additional coursework at state colleges and at a local private college.	Director of Human Resources	Ongoing; based on legislative language.	

Non-Highly Effective Instructors

Number of staff and paraprofessional that are teaching out-of-field and/or who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
The Deaf High School does not have any instructional staff and paraprofessionals who are teaching out of field.	N/A
The Deaf High School has 10 instructional staff who are not highly effective.	Each instructional staff member has an Individual Professional Development Plan (IPDP) that focuses on areas of opportunity.

2012-2013 School Improvement Plan (SIP)—DHS

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
19	0%	32% (6)	26% (5)	42% (8)	79% (15)	47% (9)	26% (5)	11% (2)	42% (8)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dena Hackett Brenda Albury	Lisa Rose	This will be Ms. Rose's first year teaching in Deaf High School. This pairing will provide the new teacher with support, guidance, and instruction in school policies from a veteran teacher and/or reading specialist.	Weekly meetings for the purpose of planning instruction and providing guidance for the implementation of lessons. The reading specialist will model lessons using reading and writings strategies to teach social studies concepts.
Mandy Nolte Brenda Albury	Patrick Hinson	This will be Mr. Hinson's first year teaching in Deaf High School. This pairing will provide the new teacher with support, guidance, and instruction in school policies from a veteran teacher and/or reading specialist.	Weekly meetings for the purpose of planning instruction and providing guidance for the implementation of lessons. The reading specialist will model lessons using reading and writings strategies.

2012-2013 School Improvement Plan (SIP)—DHS

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Assistant Principal: Provides a common vision for the use of data-driven decision making; ensures that the school-based team is implementing RtI; conducts assessments of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Reading Specialist, Math Specialist, and Behavior Specialist: Facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-driven instructional planning and behavior modification; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The school-based MTSS Leadership Team meets quarterly to review progress monitoring data, identify professional development and resources, and facilitate a school-wide understanding of the MTSS process. Additionally, the school-based MTSS Leadership Team is available on an ongoing basis to offer instructional support and process implementation as classroom teachers become aware of students in need of intervention.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The members of the school-based MTSS Leadership Team also serve on a School Advisory Council (SAC) Sub-Committee. The SAC Sub-Committee is charged with aiding in the development and implementation of the School Improvement Plan (SIP) and facilitating communication among stakeholders regarding the progress made toward achievement of SIP goals.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Through the use of a school-wide data management system, student assessment data is recorded and readily available for analysis by instructional staff. The following assessments are utilized in Deaf High School: Progress Monitoring: All students participate and the assessment is given on grade level, two times per year (Baseline and Midyear). * Reading Comprehension – ThinkGate

2012-2013 School Improvement Plan (SIP)—DHS

* Math – ThinkGate * Science – ThinkGate * Writing – Write to Learn * Behavior – Oracle: Discipline Referral Forms, Minor Incident Report Forms, and Positive Tickets Ongoing Progress Monitoring: For students who do not meet the on grade level benchmarks on previous assessments. Ongoing Progress Monitoring assessments are tested off grade level, quarterly. * Fluency – FSDB Fluency Book and Curriculum-Based Measure: Reading Advantage, Read for Real, or The Edge * Vocabulary – 1200 High Frequency Word List Teachers will progress monitor students in phonics/phonemic awareness and/or word analysis based on their reading comprehension results after the assessment period. When progress monitoring, teachers may use the running records from the fluency testing to analyze student errors. Additionally, teachers maintain a record of interventions for Tier 2 students. Once students demonstrate a need for Tier 3 intervention, a multi-disciplinary team convenes to review data and generate recommendations. Meeting minutes are documented.
Describe the plan to train staff on MTSS. All instructional staff have received an overview of the MTSS process. Further professional development will be made available as requested or needed and may be facilitated by the Assistant Principals. Training may occur during staff meetings and after hours, based on the availability of training funds.
Describe plan to support MTSS. During staff meetings, feedback is collected to ensure that all staff understand and support the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Brent Bechtold/Assistant Principal, Brenda Albury/Reading Specialist, Colette Cook/Educational Diagnostician/SLD Resource, Lauren Fox/Language Arts Teacher, David Snow/Deaf Department Librarian
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet quarterly to discuss current literacy issues/needs/opportunities in Deaf High School. The Assistant Principal will facilitate the meetings with the assistance of the Reading Specialist based on a shared, predetermined agenda via their weekly meetings; the Educational Diagnostician/SLD Resource will serve as note-taker; the Language Arts

Teacher will represent the teachers in sharing concerns and opportunities for positive change; the Deaf Department Librarian will help coordinate additional resources.

What will be the major initiatives of the LLT this year?

-application of Differentiated Instruction (DI) in the content areas
-Professional Learning Community (PLC) opportunity for *Teach Like a Champion* book chat
-extension of writing focus PLC to establish fidelity in writing instruction with monthly strategies
-celebrate literacy via Author Visit, Florida Literacy Week, and Poetry Walk

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All Deaf High School teachers and students participate in the All Dragons Read program. Teachers across grade levels and content areas incorporate guided reading into their instructional block on a weekly basis. The rationale for implementing guided readings is the percentage of our students who are reading below grade level and the research base that supports guided reading as a viable instructional technique. During this guided reading time, students are introduced to new vocabulary and participate in comprehension activities. This program serves as an incentive to increase student access to literature and to encourage independent reading.

All Deaf High School teachers and students have the opportunity to use Achieve 3000: Teen Biz across all grade levels and content areas. This program requires a level set test to determine each student's reading level. It has over 24,000 current articles that automatically adjust to each student's reading level. Content area teachers can search by subject to find an article that directly links to what they just taught their students in class; the articles could be read as a follow-up extension activity. Students will be expected to complete 40 activities per semester at 75% or above for a total of 80 activities for the school year. The number of activities is based on Achieve 3000: Teen Biz's reported research of student reading growth among students who had completed at least 80 activities per year.

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Our transition team will set up and facilitate several different activities throughout the school year. First, there will be monthly Freshman Seminars focusing on various topics

related to academic achievement and career planning. Second, we will have our annual Senior Day to assist the students in finalizing their selections for postsecondary school or work planning. Third, we will have our annual Pathways to Your Future program for our sophomores and juniors to focus on students taking accountability for their own education and academic achievement, as well as what postsecondary options are available based on their academic performance.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

During Freshmen Seminars, Pathways, and Senior Day, our guidance counselor and transition coordinator collect data from informal career interest inventories to help drive selection of possible courses aligning to career interest. The guidance counselor and transition coordinator will meet with students individually for pre-registration for the next year's classes.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

FSDB has a K-12 career development program. High school students focus on career preparation. Depending on their aptitudes, interests, and schedule availability, students may take courses at FSDB or First Coast Technical College (FCTC). We also have an internship program during the school day, both on campus and in the community, for students to gain work skills through actual work experiences. FSDB provides transportation, interpreting, orientation and mobility training, and other support services for the students interning in the community and attending FCTC.

As a component of the Secondary School Redesign, eighth graders in 2006-2007 began developing their electronic Personal Education Plans (ePEPs) through www.facts.org. The Guidance Counselor and Assistant Principal in the high school use that information when developing the high school student schedules. The freshmen, sophomores, juniors, and seniors have ePEPs in place. The ePEPs also list the 4-year academic course plan for the students.

The Guidance Counselor reviews and updates this information at least annually with students and parents so that they see how their academic performance will relate to career choices and postsecondary education options. The goal of this effort is to motivate students to study harder to be able to reach their career goals.

The Guidance Counselor, with input from the students/parents and other staff members, develops electronic Transition Portfolios on all high school students. These portfolios summarize a variety of data of interest to employers, postsecondary education programs, and social service agencies that work with our graduates, so that they have a full understanding of our graduates past experiences and capabilities upon leaving FSDB.

A list of Career/Technical Education and Electives can be found at www.fsdb.k12.fl.us/academics/programs/workforce-development.

2012-2013 School Improvement Plan (SIP)—DHS

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading Goals:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1. Teachers have received training and have a general working knowledge of what Differentiated Instruction (DI) is, but some still struggle with how to apply the various techniques and need examples of how a differentiated classroom is set up and managed.	1. Set up a Professional Learning Community (PLC) and use a research-based book as a springboard to apply and implement DI in content area classrooms across the curriculum.	1. Assistant Principal	1. Action Plan from the PLC, Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring	1. Data from the progress monitoring that is documented on the Student Assessment Report (SAR)
In grades 9-10, 9% of students will achieve **proficiency** (FCAT 2.0 Level 3) in reading.	1% (1)	12% (9)					
In grades 9-10, 6% of students will achieve **above proficiency** (FCAT 2.0 Levels 4 and 5) in reading.	2% (1)	6% (5)					
In grades 9-10, 60% of students will make **learning gains** in reading, as measured by the FCAT 2.0.	51% (32)	60% (48)					
In grades 9-10, 60% of students in the **lowest 25%** will make **learning gains** in reading, as measured by the FCAT 2.0. (Note: All Level 1 and Level 2 students are included in this goal.) Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in	49% (30)	60% (45)					
	Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as reading.		2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.	2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and reading specialist for the purpose of sharing ideas and planning to improve student achievement.	2. Assistant Principal, Reading Specialist, and Teachers	2. Evidence of student achievement increases from when the plan was implemented in the classroom.	2. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), assessment chart data compiled from various end of the year reading/vocabulary/ writing assessments, and reflection
			3. Our students still struggle with the academic vocabulary in general, not just the content-specific vocabulary.	3. Make connections between the print and sign for academic vocabulary, incorporate word walls/notebooks/read alouds, and utilize the new	3. Assistant Principal, Reading Specialist, Teachers	3. Results from Vocabulary Building pretests, unit tests, and posttests, Classroom Walk Throughs, and Ongoing Progress Monitoring	3. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), and Vocabulary Building kits targeting academic vocabulary gaps

11

2012-2013 School Improvement Plan (SIP)—DHS

Deaf High School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.			Vocabulary Building program.			
		4. Some of our students have seemingly hit a plateau around the 5th grade reading level.	4. To prepare students for the rigor embedded in the Common Core State Standards (CCSS), we will utilize Empower 3000, our online Differentiated Instruction program for nonfiction reading that has been upgraded to align with the CCSS to provide our students the opportunity to "stretch" their reading skills and do "close reading."	4. Assistant Principal, Reading Specialist, Teachers	4. Monthly update about each student's performance sent from Empower 3000 directly to the classroom teacher, who can monitor more closely the student's progress and conference to provide the scaffolding each student needs.	4. Empower 3000

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. AMO Reading Goal: By 2016-17 our achievement gap in grades 9-10 will be reduced to 54% (42).	Baseline data 2010-2011 93% (79)	86% (67)	79% (62)	72% (56)	66% (51)	60% (47)	54% (42)

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teach Like a Champion book chat opportunity	9-12/all	Reading Specialist/AP	School-wide	Fall, every other week	Classroom Walk Throughs, Team discussions	Assistant Principal
Differentiated Instruction (DI) PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal
Data PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal

Reading Budget

All activities/materials are district funded.

End of Reading Goals

2012-2013 School Improvement Plan (SIP)—DHS

Algebra End-of-Course (EOC) Goals

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Algebra Goals: In grade 9, 44% of students will score at **Achievement Level 3** on the Algebra EOC exam**.** In grade 9, 5% of students will score at or above **Achievement Levels 4 and 5** on the Algebra EOC exam**.** In grade 10, 42% of students will score at **Achievement Level 3** on the Algebra EOC exam**.** In grade 10, 4% of students will score at or above **Achievement Levels 4 and 5** on the Algebra EOC exam**.** Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in Deaf High	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1. Teachers have received training and have a general working knowledge of what Differentiated Instruction (DI) is, but some still struggle with how to apply the various techniques and need examples of how a differentiated classroom is set up and managed.	1. Set up a Professional Learning Community (PLC) and use a research-based book as a springboard to apply and implement DI in content area classrooms across the curriculum.	1. Assistant Principal	1. Action Plan from the PLC, Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring

1. Data from the progress monitoring that is documented on the Student Assessment Report (SAR)

School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.						
	24% (5)	44% (8)				
	5% (1)	5% (1)				
	11% (2)	42% (11)				
	0% (0)	4% (1)				
	Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as Algebra.	2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.	2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and math specialist for the purpose of sharing ideas and planning to improve student achievement.	2. Assistant Principal, Math Specialist, and Teachers	2. Evidence of student achievement increases from when the plan was implemented in the classroom.	2. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), assessment chart data compiled from various assessment tools, and reflection
		3. Teachers need assistance with the transition to the Mathematical Practices component within the Common Core State Standards.	3. Discuss the Mathematical Practices (what do they mean and what do they look like in the classroom) during each monthly math team meeting; participate in archived Webinars and/or current research-based materials	3. Assistant Principal, Math Specialist, and Teachers	3. Mathematical Practices posted in every math classroom, Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring	3. Common Core State Standards Mathematical Practices

2012-2013 School Improvement Plan (SIP)—DHS

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A due to no standard setting	76% (16)	73% (15)	69% (14)	66% (14)	64% (13)	62% (13)
Algebra Goal #3A: By 2016-17 our achievement gap in Algebra will be reduced to 62% (13).							

End of Algebra EOC Goals

Geometry End-of-Course Goals

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation To
Geometry Goals: In grade 10, 39% of students will score at **Achievement Level 3** on the Geometry EOC exam**.** In grade 10, 6% of students will score at or above **Achievement Levels 4 and 5** on the Geometry EOC exam**.** Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in Deaf High School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1. Teachers have received training and have a general working knowledge of what Differentiated Instruction (DI) is, but some still struggle with how to apply the various techniques and need examples of how a differentiated classroom is set up and managed.	1. Set up a Professional Learning Community (PLC) and use a research-based book as a springboard to apply and implement DI in content area classrooms across the curriculum.	1. Assistant Principal	1. Action Plan from the Classroom Walkthrough, Lesson Plans, and Ongoing Progress Monitoring
	N/A due to no standard setting	39% (7)				
	N/A due to no standard setting	6% (1)				

2012-2013 School Improvement Plan (SIP)—DHS

	Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as Geometry.	2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.	2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and math specialist for the purpose of sharing ideas and planning to improve student achievement.	2. Assistant Principal, Math Specialist, and Teachers	2. Evidence of student achievement increases from when the plan was implemented in the classroom.	2. Data from the pro monitoring that is do the Student Assessm (SAR), assessment c compiled from vario assessment tools, an
		3. Teachers need assistance with the transition to the Mathematical Practices component within the Common Core State Standards.	3. Discuss the Mathematical Practices (what do they mean and what do they look like in the classroom) during each monthly math team meeting; participate in archived Webinars and/or current research-based materials	3. Assistant Principal, Math Specialist, and Teachers	3. Mathematical Practices posted in every math classroom, Classroom Walkthroughs, Weekly Lesson Plans, and Ongoing Progress Monitoring	3. Common Core State

End of Geometry EOC Goals

2012-2013 School Improvement Plan (SIP)—DHS

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction book chat	9-12/all	Math Specialist/AP	School-wide	Monthly math team meetings	Classroom Walk Throughs, Team discussions	Assistant Principal
Teach Like a Champion book chat opportunity	9-12/all	Math Specialist/AP	School-wide	Fall, every other week	Classroom Walk Throughs, Team discussions	Assistant Principal
Differentiated Instruction (DI) PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Math Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal
Data PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Math Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal

Mathematics Budget

All activities/materials are district funded.

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)—DHS

Biology End-of-Course (EOC) Goals

<table>
<tr><th colspan="3">Biology EOC Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td rowspan="3">Biology Goals:

In grade 10, 50% of students will score at **Achievement Level 3** on the Biology EOC exam**.**

In grade 10, 10% of students will score at or above **Achievement Levels 4 and 5** on the Biology EOC exam**.**

Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in Deaf High School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A</td>
<td>2012 Current Level of Performance:*</td>
<td>2013 Expected Level of Performance:*</td>
<td>1. Teachers have received training and have a general working knowledge of what Differentiated Instruction (DI) is, but some still struggle with how to apply the various techniques and need examples of how a differentiated classroom is set up and managed.</td>
<td>1. Set up a Professional Learning Community (PLC) and use a research-based book as a springboard to apply and implement DI in content area classrooms across the curriculum.</td>
<td>1. Assistant Principal</td>
<td>1. Action Plan from the PLC, Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring</td>
<td>1. Data from the progress monitoring that is documented on the Student Assessment Report (SAR)</td>
</tr>
<tr>
<td>N/A due to no standard setting</td>
<td>50% (7)</td>
<td rowspan="2">2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.</td>
<td rowspan="2">2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and reading specialist for the purpose of sharing ideas and planning to improve student achievement.</td>
<td rowspan="2">2. Assistant Principal, Reading Specialist, and Teachers</td>
<td rowspan="2">2. Evidence of student achievement increases from when the plan was implemented in the classroom.</td>
<td rowspan="2">2. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), assessment chart data compiled from various end of the year reading/vocabulary/writing assessments, and reflection</td>
</tr>
<tr>
<td>N/A due to no standard setting</td>
<td>10% (1)</td>
</tr>
<tr>
<td></td>
<td colspan="2">Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as Biology.</td>
<td>3. Our students still struggle with the academic vocabulary in general, not just the content-specific vocabulary.</td>
<td>3. Make connections between the print and sign for academic vocabulary within the textbook, as well as incorporate word walls/notebooks/read alouds.</td>
<td>3. Assistant Principal, Reading Specialist, Teachers</td>
<td>3. Results from comprehension checks, quizzes, tests, Classroom Walk Throughs, and Ongoing Progress Monitoring</td>
<td>3. Curriculum-based quizzes and tests</td>
</tr>
</table>

End of Biology EOC Goals

2012-2013 School Improvement Plan (SIP)—DHS

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teach Like a Champion book chat opportunity	9-12/all	Reading Specialist/AP	School-wide	Fall, every other week	Classroom Walk Throughs, Team discussions	Assistant Principal
Differentiated Instruction (DI) PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal
Data PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal

Science Budget

All activities/materials are district funded.

End of Science Goals

2012-2013 School Improvement Plan (SIP)—DHS

Writing Goals

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Writing Goal: In grade 10, 56% of students will score at **Achievement Level 3.0 and higher** on FCAT Writing. Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in Deaf High School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.	2012 Current Level of Performance:* 22% (8)	2013 Expected Level of Performance:* 56% (19)	1. Teachers have participated in content area Quick Writes training and have a general working knowledge, but some still struggle with how to apply a variety of the techniques and need practice implementing them within their lessons.	1. Application of Quick Writes; extension of writing focus PLC to establish fidelity in writing instruction with monthly strategies designed to improve the quality of students' written responses; due to the focus having shifted from holistic scoring to more emphasis on mechanics and syntax, we will utilize Write to Learn (WTL), an online tool that builds reading and writing skills through consistent, systematic and explicit instruction (which includes mechanics and syntax); WTL provides immediate feedback on summary writing and essay writing so as to facilitate academic success.	1. Assistant Principal and Reading Specialist	1. Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring	1. Data from the progress monitoring.
	Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as Writing.		2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.	2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and reading specialist for the purpose of sharing ideas and planning to improve student achievement.	2. Assistant Principal, Reading Specialist, and Teachers	2. Evidence of student achievement increases from when the plan was implemented in the classroom.	2. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), assessment chart data compiled from various end of the year reading/vocabulary/ writing assessments, and reflection
			3. Some of our students still struggle with higher level questioning when prompted to provide text-based evidence to support their response in writing.	3. Students will have additional opportunities for weekly practice of writing via Empower 3000, our online Differentiated Instruction program for nonfiction reading that has been upgraded to align with the Common Core State Standards, emphasizing a rigorous variety of writing activities that require text-based evidence in the	3. Assistant Principal, Reading Specialist, and Teachers	3. Monthly feedback about the student status change recommendations from Empower 3000 directly to the classroom teacher, who can accept or reject the level changes.	3. Empower 3000

			responses.			

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teach Like a Champion book chat opportunity	9-12/all	Reading Specialist/AP	School-wide	Fall, every other week	Classroom Walk Throughs, Team discussions	Assistant Principal
Differentiated Instruction (DI) PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal
Data PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal

Writing Budget

All activities/materials are district funded.

End of Writing Goals

2012-2013 School Improvement Plan (SIP)—DHS

U.S. History End-of-Course (EOC) Goals

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
U.S. History Goals: In grade 11, 50% of students will score at **Achievement Level 3** in U.S. History. In grade 11, 4% of students will score at or above **Achievement Levels 4 and 5** in U.S. History. Note: For AYP purposes, 100% of the Deaf High School students are included in the subgroup **Students with Disabilities**. Other subgroup data may not be applicable because there are not enough students in Deaf High School to meet the minimum subgroup size of at least 15 students. These subgroups are reflected on the AYP report as N/A.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1. Teachers have received training and have a general working knowledge of what Differentiated Instruction (DI) is, but some still struggle with how to apply the various techniques and need examples of how a differentiated classroom is set up and managed.	1. Set up a Professional Learning Community (PLC) and use a research-based book as a springboard to apply and implement DI in content area classrooms across the curriculum.	1. Assistant Principal	1. Action Plan from the PLC, Classroom Walk Throughs, Weekly Lesson Plans, and Ongoing Progress Monitoring

Note: The final column "1. Data from the progress monitoring that is documented on the Student Assessment Report (SAR)" appears under the Evaluation Tool header.

N/A due to no testing yet N/A due to no testing yet	50% (12) 4% (1)					
	Note: The Deaf High School is 100% ESE, and 67% of the students have two or more ESE identifications. Many of these additional ESE identifications are language impairments, hindering academic progress in language dependent activities, such as U.S. History.	2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction.	2. Set up a PLC about how to analyze and use data effectively. Continue data analysis at the school and student/class level via conferencing with the teacher, AP, and reading specialist for the purpose of sharing ideas and planning to improve student achievement.	2. Assistant Principal, Reading Specialist, and Teachers	2. Evidence of student achievement increases from when the plan was implemented in the classroom.	2. Data from the progress monitoring that is documented on the Student Assessment Report (SAR), assessment chart data compiled from various end of the year reading/vocabulary/writing assessments, and reflection
		3. Our students still struggle with the academic vocabulary in general, not just the content-specific vocabulary.	3. Make connections between the print and sign for academic vocabulary within the textbook, as well as incorporate word walls/notebooks/read alouds.	3. Assistant Principal, Reading Specialist, Teachers	3. Results from comprehension checks, quizzes, tests, Classroom Walk Throughs, and Ongoing Progress Monitoring	3. Curriculum-based quizzes and tests

Note: "2. Although we have made great strides with data analysis conferences, teachers need additional support for analyzing and using data effectively to drive instruction." also appears in the far right column.

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Textbook training and online orientation for all four Social	9-12/all	Pearson, McGraw-Hill, and Nystrom	School-wide	Three half day trainings (one for each textbook) in August and	Classroom Walk Throughs, Team discussions	Assistant Principal

Studies textbooks/digital packages/maps		textbook representatives		October		
Teach Like a Champion book chat opportunity	9-12/all	Reading Specialist/AP	School-wide	Fall, every other week	Classroom Walk Throughs, Team discussions	Assistant Principal
Differentiated Instruction (DI) PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal
Data PLC, as well as Edmodo and/or wiki to share ideas	9-12/all	Teachers/ Reading Specialist/ AP	School-wide	Monthly on a Friday	Classroom Walk Throughs, Team discussions	Assistant Principal

U.S. History Budget

All activities/materials are district funded.

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)—DHS

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Attendance Goals: Deaf High School will increase the attendance rate to at least 95%. Deaf High School will decrease the number of students with excessive absences by 30%. Deaf High School will decrease the number of students with excessive tardies by 30%.	2012 Current Attendance Rate:* 93% 2012 Current Number of Students with Excessive Absences (10 or more) 64 Excused 6 Unexcused 2012 Current Number of Students with Excessive Tardies (10 or more) 137 Excused 26 Unexcused	2013 Expected Attendance Rate:* 95% 2013 Expected Number of Students with Excessive Absences (10 or more) 45 Excused 4 Unexcused 2013 Expected Number of Students with Excessive Tardies (10 or more) 96 Excused 18 Unexcused	Due to our boarding program, many students who miss one day of school due to illness, doctor appointments, missing the bus, etc. will end up missing an entire week due to living in an area that is, geographically, too far from school for the parent to provide transportation. Students and parents do not seem to understand how much of an impact tardies and absences can have on education.	1. Send reminders and meet with parents (Freshman and New Student Orientation, Registration Day) about the attendance and tardy policy, as well as about school vacations and encourage families to schedule doctor visits, etc. during these times. 2. Teachers to give detention hall to any student who arrives unexcused late to class the third time. 3. Coordinator of Student Conduct to follow up with students and parents after third unexcused tardy and after first unexcused absence. 4. Social Worker to follow up with parents when truancy letters are sent home. 5. Positive Behavior Support (PBS) Dragon Tickets for students with zero (or one) unexcused tardies and/or absences each quarter.	1. Assistant Principal 2. Assistant Principal 3. Assistant Principal 4. Assistant Principal 5. Assistant Principal	1. An analysis of attendance rates at the end of 2012-2013 school year. 2. An analysis of attendance rates at the end of 2012-2013 school year. 3. An analysis of attendance rates at the end of 2012-2013 school year. 4. An analysis of attendance rates at the end of 2012-2013 school year. 5. An analysis of attendance rates at the end of 2012-2013 school year.	1. Records of daily attendance 2. Records of daily attendance and incident reports. 3. Records of daily attendance 4. Records of daily attendance 5. Records of daily attendance

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)—DHS

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Suspension Goal: Deaf High School will have a 15% decrease of in-school suspensions and out-of-school suspensions.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1. 14% of our in-school suspensions were related to dress code ("Baggy Pants" Law) violations.	1. Continue Positive Behavior Support program campus-wide, in both the boarding and academic programs.	1. Positive Behavior Support Team, to include academic and boarding department representatives as well as classroom teachers, support staff, and district personnel.	1. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.	1. Suspension records from the 2012-2013 school year.
	44 days (or 176 blocks)	38 days (or 150 blocks)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	36	31					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions	2. 63% of our out-of-school suspensions were related to bullying/harassment.	2. Provide more training to our students about bullying and harassment during homeroom time.	2. Coordinator of Student Conduct, Behavior Specialist, Assistant Principal	2. Analysis of suspension rates (in-school and out-of-school) at the end of the 2012-2013 school year.	2. Suspension records from the 2012-2013 school year.
	8	7					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	5	4					

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	9-12, All Subjects	PBS Team	All Deaf High School Teachers and Support Staff, Grades 9-12 (school -wide)	Ongoing monitoring throughout the school year.	Staff participation in training and implementation of PBS strategies.	PBS Team

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Dropout Prevention Goal: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			N/A	N/A	N/A	N/A	N/A
The Florida School for the Deaf and the Blind is one of the programs of instruction available in the state of Florida to deaf/hard-of-hearing or blind students. Parents may choose to enroll their child in the local school district or in FSDB, if the eligibility criteria are met. Students who no longer attend FSDB have graduated, relocated, or returned their local school district.	2012 Current Dropout Rate:* N/A 2012 Current Graduation Rate:* N/A	2013 Expected Dropout Rate:* N/A 2013 Expected Graduation Rate:* N/A					

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)—DHS

<u>Parent Involvement Goal(s)</u>

Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.**
Online Template- **For schools completing the PIP a link will be provided that will direct you to this plan.**

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement			
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Parent Involvement Goals: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			Due to the boarding aspect of our school, many families live in a place that, geographically, does not allow for efficient travel to campus, which can limit parental participation in assemblies and school events. Thus, knowing in advance when events are scheduled is vital.	The school will provide advance notice about assemblies/special events, ensuring that student families are notified of assemblies via parent letters, quarterly newsletters, assistant principal and teacher Web sites, and our Deaf High School Google Calendar at least two weeks before each assembly/special event.	Assistant Principal	Analysis of sign-in sheets from assemblies will be completed to determine the number and percentage of parents in attendance.	Parent participation documented via sign-in sheet, evaluation feedback, and parent climate survey results.
	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
Deaf High School assemblies/ special events will be attended by at least 40% of student families.	30% (49)	40% (66)					
Our Deaf High School Sub-SAC committee will have at least 4 parents participate in our quarterly meetings.	2	4					

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)—DHS

Science, Technology, Engineering, and Mathematics (STEM) Goal

STEM Goal	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal: At least 30 Deaf High School students who are taking Environmental Science or Biology will participate in the salt marsh restoration with county staff who have a National Fish & Wildlife grant project at Helen Mellon Schmidt Park.	Scheduling huge chunks of time (more than one block) for field trip affects other required academic classes.	To reduce the impact of missed class time, we will split the field trip up into several phases: visiting/observing the human impact on the park, planning on campus with county staff about how to accomplish the restoration, and finally one or two trips to the park to actually do the restoration work.	Assistant Principal	Keeping track of missed class time to make sure it does not become detrimental.	Spreadsheet with time data

End of STEM Goal(s)

Career and Technical Education (CTE) Goal

CTE Goal	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal: By the end of the first semester, 100% (164) of our students will participate in an informative session to outline the benefits of earning three credits in a program of study.	Although we have made efforts to explain how earning three credits in a program of study can benefit them for scholarships and future employability, students may not have a clear understanding.	Informative session during homeroom via Adobe Connect	Assistant Principal and Director of Career Development	Homeroom teachers will facilitate a question and answer session; survey results	Students will fill out an online Google Form survey that will enable us to check for comprehension.

2012-2013 School Improvement Plan (SIP)—DHS

End of CTE Goal(s)
Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

The Deaf High School does not receive a school grade; therefore, we do not receive a School Differentiated Accountability Status.

School Differentiated Accountability Status – N/A		
☐ Priority	☐ Focus	☐ Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will support sub-committees with the implementation of school improvement initiatives.

Describe the projected use of SAC funds.	Amount
The Florida School for the Deaf and the Blind does not receive SAC funds.	N/A